



TASOK Inclusion Policy and Guidelines

At TASOK we BELIEVE in...*Excellence, Integrity, and Inclusivity*

Our Mission for Excellence: *The American School of Kinshasa provides dynamic and individualized educational challenges and opportunities that promote diversity and empower each of its students to develop into independent global community leaders.*

Philosophy Statement

TASOK promotes an inclusive education system in which all students are fully participating members of the community of learners. Students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. We accept each of our unique identities and promote the development of international mindedness throughout the journey of inclusion and lifelong learning. We believe inclusion is the Learner Profile in action and an outcome of dynamic learning communities.

Our approach to inclusion is captured within the TASOK mission in providing the opportunities that promote diversity and empower each student to develop independently.

Inclusion

- Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
- Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.
- Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

[\(Learning Diversity and Inclusion in IB Programmes 2016\)](#)

Beliefs

Our beliefs are informed by the United Nations Convention on the Rights of Persons with Disabilities, Article 24, "Inclusion: education environments that adapt the design and physical structures, teaching methods, and curriculum as well as the culture, policy, and practice of education environments so that they are accessible to all students without discrimination. Placing students with disabilities within mainstream classes without these adaptations does not constitute inclusion". [UNICEF Inclusive Education on the Rights of Persons with Disabilities \(CRPD\) Article 24](#)



TASOK engages every student so that they have the opportunity to achieve their potential at the highest possible level of their learning and well-being through quality care and teaching. Among this group of young people, will be learner variability and support or encouragement may be required in order to gain access to and participate in a broad, balanced curriculum.

Inclusion is an educational approach to which we aspire through our commitment and our beliefs to:

- Ensure that all students can enjoy the benefits of education in a supportive environment that values diversity, inclusion, and participation.
- Ensure that all students gain the necessary knowledge, skills, and attributes to achieve their potential.
- Ensure that students with special learning needs have the skills to participate successfully in society.
- Provide meaningful, challenging and relevant learning for a diverse community.
- Empower self-reliance, self-efficacy (agency), independence, and confidence.
- Provide quality teaching practices and appropriate support provisions that value diversity within our community.
- Provide an appropriate curriculum to support all students with varying abilities.
- Provide agency in promoting student self-advocacy, where students see themselves as part of the process.
- Provide a culture of inclusion as a community commitment.
- Understand that inclusion is a continuous journey.

The Purpose of the Inclusion Policy is to:

- Identify students with learner variability and ensure that their needs are met to enable those students to participate appropriately in school activities.
- Inform parents of their child's areas of strengths and challenges.
- Facilitate provisions to reduce barriers to learning.
- Communicate and explain school procedures between parents and school.
- Ensure that students are actively involved in the development of Individual Education Plans (IEP), as is appropriate.
- Promote effective partnerships and involve outside agencies, when appropriate.

Admissions

TASOK is a non-selective school, and we welcome all children into our school provided that we can make appropriate provision for their needs. Students with varying learning abilities will be considered for admission on an equal basis with all other children taking into account the suitability of the students to mainstream education and availability of resources and facilities to meet that student's needs.



Admission decisions are based upon a review of the student admission documentation, including the TASOK admission form, and where relevant an IEP or corresponding documentation, all psycho-educational assessments, and other related documents. Admission decisions for students with varying learning abilities are made by the Director and Principals in consultation with the Student Support Team.

Parents are expected to cover the fee of having a student receiving additional support and/or of a one-to-one Learning Support Teaching Aide, if required. The Director, Principal and/or the Business Office will discuss the financial implications with parents.

Student Support Team (SST)

Members of the SST include the Principal, Learning Support teacher, English as an Additional Language (EAL) teacher and Counselor (IB Coordinator and nurse when required). The SST meets once a week, or as needed, to discuss students receiving support and to develop and discuss the implementation of IEPs. The SST ensures that professional development training and support takes place in recognition that, as a school, our aim is to develop a deeper understanding and appreciation of varying learning abilities within a culture of inclusion in which no student will feel left out.

Placement and Identification

Structures at TASOK are organized to embrace student diversity, which creates the opportunity for enriched learning. The inclusion model provides equal access to the curriculum for students with varying learning abilities. This inclusive model ensures a culture of collaboration, mutual respect, support, and problem-solving.

Levels of support are adjusted, as needed. They may be increased or decreased, or the model of delivery (pull-out, push-in, consultation) may also be changed. Individual student needs are discussed during the SST meetings.

The placement process follows these steps after students have been referred according to the process outlined in the SST Handbook:

- SST meets to discuss the Psycho-Educational (Psych-Ed) reports and decide on the logistics regarding meetings with parents and students.
- Parents meet with relevant members of the SST.
- Students may meet with the learning support teacher to receive information about their learning abilities.
- Learning Support teacher drafts an IEP.
- Learning Support teacher reviews IEP with SST.
- Strategies are shared with teachers to implement after parental approval.



A student may be referred for testing with a qualified Educational Psychologist when the classroom teachers and relevant staff determine a need for greater clarity regarding the student's learning processes. If the referral contains concerns related to English as an Additional Language, the EAL teacher will collect additional information through the Language Survey and if appropriate the WIDA Model assessment will be administered to the student.

Planning and instruction

The SST ensures that an Individual Education Plan (IEP) is designed to meet individual student needs with parental consent. The IEP identifies a student's individual areas of strength and needs, pathway, goals, and priorities for learning and is designed by the Learning Support teacher, Counselor and EAL teacher in collaboration and consultation with the parents, relevant professionals and the student, where appropriate, to develop the planning, delivery, and evaluation of the student's personalized learning program. IEPs require the consent and cooperation of the parent(s). All accommodations and modifications of the curriculum are documented in the student's file and in his/her IEP.

The Learning Support teacher ensures that the IEP is reviewed each semester and that any significant information or curriculum adjustments are recorded in the student's file and teachers are notified of the changes.

The SST ensures that each student requiring EAL support has been assessed and his/her level of English language proficiency has been identified. The EAL teacher, in collaboration with the SST, as appropriate, provides teachers with "Can Do" statements for each student needing EAL assistance.

Students utilizing support services are assessed against the same criteria as students not using support services, according to the IB PYP, MYP, and DP assessment guidelines. However, accommodations and accommodated task clarifications are provided for students accessing support services, such as adjustments to time span for the assessment, use of scaffolding materials, and manner of assessment delivery; for example, hearing the instructions for an assessment versus reading instructions.

Evaluation and Reporting

Standards for all students, including students with special learning needs, are developed with high but appropriate and realistic expectations for student achievement. School reports contain information about modifications and accommodations for students with special learning needs.

Students with Learning Support Requirements

The IB provides a list of assessment arrangements that can be provided at the school level, and that do not need prior approval. Relevant staff work with students and teachers to find the best



possible blend of assessment arrangements. The IB Coordinators process any paperwork and documentation to support those accommodations both in the classroom and during IB exams.

Communication of Inclusion Policy and Guidelines

The TASOK Inclusion Policy and Guidelines will be communicated to faculty during professional development sessions after any significant review. The document is included on the TASOK website and the community is informed about the policy through the school's publication '*TASOK Talk*'.

At TASOK our mission of providing *dynamic and individualized educational challenges* with the premise that all teachers at TASOK are teachers of all students. Therefore, all teachers are responsible for supporting English Language Learners, differentiating for all learner variability, and guiding the social and emotional wellbeing of all students. Teachers are expected to communicate upcoming assessments to the Learning Support and EAL teachers in a timely manner and are expected to implement strategies outlined in each students' Individualized Education Plan (IEP). Through a collaborative approach, teachers are provided support for differentiation and aim to build strong relationships with each member of the SST. We incorporate strategies into our planning for teaching and learning that benefit and differentiate for all students. To help guide this core piece of our mission we have the *Developmental Continuum for Differentiating Teachers* to support what happens in the classroom, and to align with our individual professional growth plans and our professional learning guidelines.

Elementary SST meets with Secondary SST at the end of each year to discuss the handover of students transitioning from Elementary to Secondary. At this time, electronic folders are transferred. Confidential information will not be released to third parties without the consent of the parent.

Student Information and Files

The Student Support Team keeps digital files within a confidential google folder for all relevant students. The SST maintains digital files within a confidential Google folder for all applicable students.

Provision for Inclusion through Professional Development

Throughout the school year, teaching staff receive additional training to help them meet the needs of English Language Learners and students with IEPs. The SST goes over the inclusion policy and SST guidelines with teaching staff early each school year. The SST provides follow up Professional Development (PD) sessions several times a year during professional development sessions focused on understanding student needs and strategies for accommodation and scaffolding.

Professional Development also happens as the EAL and LS teachers provide individual coaching, which may be accomplished through co-planning and co-teaching. Finally, teachers add to their



repertoire of differentiation strategies through peer observation and giving and receiving peer feedback.

Review of the Inclusion Policy

The Elementary and Secondary School will appoint a representative who will be responsible for coordinating the implementation of the Inclusion Policy and evaluating its effectiveness. The SST will meet every two years in order to carry out this ongoing review process of the policy.

IB Resources

[IB Programme Standards and Practices 2014](#)

[Learning Diversity and Inclusion in IB Programmes 2016](#)

[Continuum Learning Stories for Inclusive Education \(from 2013 onwards\)](#)

[Language and learning in IB programmes \(published 2011, updated 2012\)](#)

[Meeting student learning diversity in the classroom \(2013\)](#)

[IB guide to inclusive education: a resource for whole school development \(2015\)](#)

[Candidates with assessment access requirements specific to the Diploma Programme \(published 2009, updated 2011 and 2013\)](#)

Works Cited

[UNICEF Inclusive Education on the Rights of Persons with Disabilities \(CRPD\) Article 24](#)

[Student Support Guidelines at TASOK](#)

International School of Uganda Inclusion Policy

Munich International School Inclusion Policy

Shanghai Community School Inclusion Policy

To be revised 2022